



CYRIL B BUSBEE ELEMENTARY

20 A. L. Corbett Circle
Wagener, SC 29164

GRADES K-5 Elementary School

ENROLLMENT 515 Students

PRINCIPAL King Laurence 803-564-1000

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

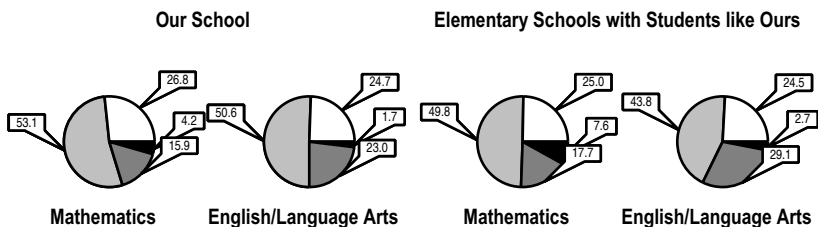
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	267	99.3	25.2	50.4	22.7	1.7	34.7	Yes	Yes
Gender									
Male	140	99.3	26.2	54.8	17.5	1.6	28.6		
Female	127	99.2	24.1	45.7	28.4	1.7	41.4		
Racial/Ethnic Group									
White	119	99.2	14.0	47.7	34.6	3.7	49.5	Yes	Yes
African-American	148	99.3	34.1	52.6	13.3	0.0	23.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	201	99.0	17.3	52.0	29.1	1.7	43.0		
Disabled	66	100.0	47.6	46.0	4.8	1.6	11.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	99.3	25.2	50.4	22.7	1.7	34.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	267	99.3	25.2	50.4	22.7	1.7	34.7		
Socio-Economic Status									
Subsidized meals	194	99.5	31.1	52.5	16.4	0.0	26.6	Yes	Yes
Full-pay meals	73	98.6	9.2	44.6	40.0	6.2	56.9		

Mathematics - State Performance Objective = 15.5%									
All Students	267	100.0	27.0	52.9	15.6	4.5	34.4	Yes	Yes
Gender									
Male	140	100.0	25.2	54.3	16.5	3.9	34.6		
Female	127	100.0	29.1	51.3	14.5	5.1	34.2		
Racial/Ethnic Group									
White	119	100.0	13.0	51.9	26.9	8.3	53.7	Yes	Yes
African-American	148	100.0	38.2	53.7	6.6	1.5	19.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	201	100.0	21.0	55.2	18.8	5.0	39.2		
Disabled	66	100.0	44.4	46.0	6.3	3.2	20.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	267	100.0	27.0	52.9	15.6	4.5	34.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	267	100.0	27.0	52.9	15.6	4.5	34.4		
Socio-Economic Status									
Subsidized meals	194	100.0	34.3	53.4	7.3	5.1	25.8	Yes	Yes
Full-pay meals	73	100.0	7.6	51.5	37.9	3.0	57.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	92	98.9	29.8	40.5	27.4	2.4	29.8
	Grade 4	97	100.0	23.1	54.9	22.0	N/A	22.0
	Grade 5	110	97.3	43.9	44.9	11.2	N/A	11.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	17.7	51.9	26.6	3.8	30.4
	Grade 4	91	98.9	26.4	49.4	24.1	N/A	24.1
	Grade 5	93	98.9	32.2	51.1	15.6	1.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	92	93.5	18.8	61.3	16.3	3.8	20.0
	Grade 4	97	99.0	21.1	46.7	23.3	8.9	32.2
	Grade 5	110	97.3	34.4	49.0	13.5	3.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	83	100.0	27.8	62.0	10.1	N/A	10.1
	Grade 4	91	100.0	23.9	47.7	21.6	6.8	28.4
	Grade 5	93	100.0	31.9	49.5	14.3	4.4	18.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 515)				
First graders who attended full-day kindergarten	98.9%	N/C	100.0%	100.0%
Retention rate	4.7%	Down from 5.5%	3.5%	2.7%
Attendance rate	95.8%	Up from 93.9%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.3%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.6%	3.5%
Eligible for gifted and talented	14.0%	Down from 15.1%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Down from 12.3%	9.3%	8.2%
Older than usual for grade	0.8%	Down from 1.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	44.2%	Up from 32.6%	46.9%	51.4%
Continuing contract teachers	74.4%	Down from 79.1%	87.2%	87.5%
Highly qualified teachers**	92.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	2.8%		0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 86.9%	86.4%	86.7%
Teacher attendance rate	96.2%	Up from 94.9%	94.7%	94.9%
Average teacher salary	\$40,700	Up 5.3%	\$39,923	\$40,760
Prof. development days/teacher	7.1 days	No change	13.2 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 18.1 to 1	18.4 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 87.6%	89.5%	90.0%
Dollars spent per pupil*	\$5,855	Up 7.8%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	64.2%	No change	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cyril B. Busbee Elementary, located in the rural northeast portion of Aiken County, is a Title I school serving students from the towns of Wagener, Salley, and Perry, as well as the unincorporated communities of Kitchings Mill, New Holland, and Hollow Creek. Busbee enjoys a student population that is both culturally and economically diverse. Of the approximately 565 students enrolled in 2003-2004, 54% were African American, 44% were white, and 2% were Asian or Hispanic. Twenty-five percent of our students qualify for special education services and 75% receive free- or reduced-priced meals.

Busbee's professional staff includes 45 teachers and administrators who are fully certified in their respective areas. In addition, our support staff of 32 is highly qualified and experienced. As a result, our students enjoy a positive educational experience that is guided by a dedicated staff with its focus on academic achievement.

After analyzing test data and parent, teacher, and student surveys, the Title I planning team met in the spring of 2004 to review priorities for Busbee Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil teacher ratios in fourth and fifth grades. Classroom libraries and the school media center are being updated to support the reading program, and manipulatives and other materials are being supplied for math. Attention is being given to ensure that materials are designed to motivate minority students. Our curriculum, which is standards based, is presented using innovative, research-proven strategies that maximize our potential for reaching all students. Our high percentage of special education students and high poverty students with medical and family concerns make having a designated health aide critical. Finally, with early literacy being seen as a key to school success, we have made family education a high priority. This includes quarterly family education sessions to enhance parent and community involvement.

In 2004 Busbee was awarded a Comprehensive School Reform (CSR) grant to assist in improving student achievement. We have used the major part of this grant to contract with Modern Red SchoolHouse (MRSH) to provide training and staff development. The Modern Red SchoolHouse Institute, based in Nashville, Tennessee, is a non-profit organization that provides customized professional development based upon solid evidence of what works in highly effective schools. We encourage everyone to learn more about MRSH at www.mrsh.org.

Busbee is fortunate to have the support of parents, businesses, community groups, and churches as we endeavor to provide quality instruction to our students. This partnership with our stakeholders has yielded remarkable success in recent years. We expect that success to continue in the future and anticipate continued growth and a higher level of accomplishment for our students, our staff, our school, and our communities.

King Laurence, Principal
Janice Kitchings, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	87	39
Percent satisfied with learning environment	88.2%	84.9%	78.9%
Percent satisfied with social and physical environment	91.4%	88.1%	81.6%
Percent satisfied with home-school relations	77.1%	82.8%	73.0%

*Only students at the highest elementary school grade level at this school and their parents were included.